We are working with Cambridge Assessment International Education towards endorsement of this title.

1 Making connections

Unit plan

Lesson	Approximate number of learning hours	Outline of learning content	Learning objectives	Resources
1 Meeting and greeting	1.75–2	Talk about customs of meeting and greeting around the world.	7Lm.01 7Sc.04 7Rm.01 7Wca.07	Learner's Book Lesson 1.1 Workbook Lesson 1.1 **Digital Classroom:** video – Meeting and greeting
2 It's better to give than to receive	1.75–2.5	Talk about famous gifts in history.	7Rd.03 7Rm.01 7So.01 7Ug.01 7Ug.03	Learner's Book Lesson 1.2 Workbook Lesson 1.2
3 What should I give?	1.25–1.5	Listen to and understand information and opinions in a radio interview.	7Lm.01 7Lo.01 7Sc.02 7So.01 7Ug.01	Learner's Book Lesson 1.3 Workbook Lesson 1.3 Photocopiable 1
4 You and your family	1.75–2	Talk about family members.	7Ld.02 7Sc.02 7Wca.04	Learner's Book Lesson 1.4 Workbook Lesson 1.4 Photocopiable 2 Photocopiable 3
5 Family history	1.5–1.75	Read and talk about people tracing their ancestors.	7Rm.01 7Rd.01 7Sc.04 7Us.04	Learner's Book Lesson 1.5 Workbook Lesson 1.5 Differentiated worksheets 1A, B, C **Digital Classroom:** presentation – Defining relative clauses
6 You and your school	2–2.25	Talk about what you have done at school this term.	7Ld.02 7Sc.04 7Rd.01 7Ug.06	Learner's Book Lesson 1.6 Workbook Lesson 1.6 Differentiated worksheets 2A, B, C **Digital Classroom:** presentation – Past simple vs present perfect
7 Improve your writing	1.5–1.75	Write a post for the school website.	7Sor.02 7So.01 7Wca.02 7Wc.02	Learner's Book Lesson 1.7 Workbook Lesson 1.7 Unit 1 Sample answers

(continued)

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

We are working with Cambridge Assessment International Education towards endorsement of this title.

Lesson	Approximate number of learning hours	Outline of learning content	Learning objectives	Resources
8 Project challenge	1.25–1.75	Doing a project.	7Sor.01 7Sc.04 7Wca.02 7Wc.02	Learner's Book Lesson 1.8 Unit 1 Project checklists
9 Fiction	2.5–3	Read and respond to the story 'To Give'	7Rm.02 7So.01 7Wca.03 7Wca.02	Learner's Book Lesson 1.9 Workbook Lesson 1.8 Photocopiable 4

Cross-unit resources
- Unit 1 Audioscripts
- End of Unit 1 test
- Unit 1 Progress report
- Unit 1 Wordlist

BACKGROUND KNOWLEDGE

Fabergé eggs. Between 1885 and 1917, the Russian jeweller Peter Carl Fabergé and his company produced a series of eggs made of precious materials, for example gold and precious stones.

The most famous were made for the Russian Tsars Alexander III and Nicholas II. They were called the 'Imperial' Fabergé eggs and they were presents for the royal family. Fabergé made about 52 imperial eggs; 46 can be seen in museums or belong to private collections. No one knows where the others are.

The Statue of Liberty is a statue on Liberty Island in New York City's harbour, in the United States. The statue was a present from the people of France to the people of the United States to celebrate 100 years since the Declaration of Independence. It was designed by French sculptor Auguste Bartholdi and it was built by Gustave Eiffel, the same engineer who built the tower that bears his name in Paris. The construction of the statue took ten years, so it was not ready for the centenary in 1876!

The Trojan Horse is a story from the war between the Greeks and the Trojans. After ten years of war against the Trojans, the Greeks could not conquer the city of Troy, so they built a huge wooden horse and a few soldiers hid inside. The Greeks left the horse at the gates of the city and pretended to sail away in their ships. The Trojans took the horse into the city and went to sleep. That night the Greek army returned, and the soldiers got out of the horse and opened the gates of the city to it. The Greeks entered the city and destroyed it.

TEACHING SKILLS FOCUS

Assessment for Learning

Assessment for Learning is looking for and interpreting evidence of learning that you can then use to help learners learn better, or that learners themselves can use to improve their learning by means of a self-reflection process. This formative assessment helps you to identify where the learners are now in terms of the learning objectives, to diagnose what you need to do to help them overcome difficulties, to give feedback and to allow learners time to make the necessary changes.

Strategies that constitute Assessment for Learning:

- pre-assess students to determine their current level

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

We are working with Cambridge Assessment International Education towards endorsement of this title.

CONTINUED

- share learning goals with learners
- share or create learning criteria with the class
- use higher-order questions
- use challenging tasks that elicit learners' responses
- identify the gaps between where learners are now and the desired goals
- use peer- and self-assessment
- provide feedback that helps learners identify how to improve
- praise learners for their progress.

Your challenge

Look through Unit 2 and highlight opportunities for introducing strategies that are part of Assessment for Learning.

As you continue with the following units, tick off the relevant points where you might apply strategies that constitute Assessment for Learning. Some strategies or approaches are useful in certain contexts but not in others. What forms of assessment for learning can be used during those lessons?

Reflection

- Parents and school authorities may not see a need for Assessment for Learning. How can you convey the importance of this form of assessment to them?
- What opportunities for correction and opportunities to try again can I introduce in my lessons as a result of Assessment for Learning?

Common misconceptions

Misconception	How to identify	How to overcome
Learners may wrongly think that all verbs in English are regular and so they add *-ed* to both regular and irregular verbs.	Ask questions, for example: How do you form the past tense of e.g. walk, paint, talk? Do we do the same with e.g. speak, choose, say? How do you make the past tense of these three verbs?	Practise using the irregular forms of verbs. Write the base form of regular and irregular verbs on the board. Ask learners to write the correct past forms. Make a poster. Learners classify the verbs into two columns: regular and irregular, and fill in the verbs as they appear in the unit.
Learners may use other modals instead of 'should'.	Focus on the sentences and make sure learners understand the meaning: Is it an obligation, a necessity? What is the correct or best thing to do?	Practise making sentences and asking learners to explain the intention of each, e.g. Is this necessary? Is it the right thing to do? Which modal do we use then?
Learners quite often use the wrong relative pronoun.	Focus on the pronoun and ask, for example: Are we talking about a person, a thing, a place, etc.? Circle the pronoun and elicit answers.	Write the relative pronouns on the board. Ask learners to write what we use them for, e.g. Who = people, Where = places, etc.

SAMPLE

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

We are working with Cambridge Assessment International Education towards endorsement of this title.

1.1 Think about it: Meeting and greeting

LEARNING PLAN

Learning objectives	Learning intentions	Success criteria
7Lm.01 7Sc.04 7Rm.01 7Wca.07	• **Listening:** Compare ways of greeting and meeting people in different countries; check information. • **Speaking:** Talk about meeting and greeting in own culture, comparing ways of greeting and meeting people; use words and phrases for meeting and greeting. • **Reading:** Read about how people greet each other around the world. • **Writing:** Write about meeting and greeting in your culture.	• Learners can learn vocabulary for meeting and greeting. • Learners can talk about meeting and greeting customs in their culture. • Learners can listen and understand the main points of a talk. • Learners can listen and check information. • Learners can read and understand a text about greeting customs.
	• **Vocabulary:** *shake hands with someone, put your hands together, bow your head, give someone a kiss on the cheek, formal, cheek, to hug, pat, gesture, tip, to wave, handshake*	

21st-century skills

Critical thinking: Understand the difference between formal and informal language and when it is appropriate to use each; begin to develop awareness of cultural differences.

Learning to learn: Work out the meaning of words from their context.

Communication: Greet people and address them appropriately.

Social responsibilities: Talk about your own and other people's customs.

Materials: Learner's Book pages 20–21, Workbook page 8, map of the world

Starter ideas

Getting started (5 minutes)

- If appropriate, show photos of important people in your life. Alternatively, show photos of a fictional family, for example from a popular TV programme. Explain that they are the most important people in your life and explain why they are important.
- Ask learners: *Who are the most important people in your life?* Elicit answers and encourage learners to explain why.

Greetings (5 minutes)

- Greet learners. Say: *Hello!* Encourage them to greet each other.
- Then, ask them how they say *hello* and *goodbye* in their own language. Do they use a different greeting when they greet adults or strangers? Discuss the differences.
- How do they greet people of different ages in their culture? Do they shake hands? Kiss?

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

We are working with Cambridge Assessment International Education towards endorsement of this title.

- Ask learners if they know how to say *hello* and *goodbye* in other languages. Elicit examples.
- If you have a multicultural class, you may take advantage of the situation and ask learners to teach their peers how to say *hello* and *goodbye* in their language.

› **Digital Classroom:** Use the video 'Meeting and greeting' to introduce the topic of greetings. The i button will explain how to use the video.

Main teaching ideas

1 Work with a partner. (5 minutes)

a Practise saying these words and phrases.

- Focus on the words and phrases. Ask the class to read them aloud.
- Then, ask learners to practise them in pairs. Circulate, checking for correct pronunciation and helping if necessary.

Answers
Learners practise saying the words and phrases.

b Which words and phrases do you use when you meet someone? Which do you use at the end of your conversation? (10 minutes)

- Ask learners to reread the words and phrases and classify them into two groups.
- Check as a class.

Answers
When you meet someone: Hello, How are you?, Good afternoon, Good morning, Hey, How are things?, Hi, Nice to meet you.

At the end of your conversation: Bye, Goodbye!, See you, See you later, Nice to meet you.

c Which words and phrases are for friends and family? Which would you use with your teachers? (10 minutes)

- Ask learners if they use the same language with friends and with adults. Is there any difference in the use of everyday language (not just in meetings and greetings), for example between adults in the family and adults outside the family, teachers, etc.?
- Give a few examples, such as asking a parent to give them something and asking a teacher, using *sir* and *madam*. Encourage learners to provide their own examples.
- Focus on the different forms of greetings. In pairs, learners discuss and decide, for example *bye* is for friends and family but not for teachers, *goodbye* is for teachers and for friends and family too.

› **Critical thinking opportunity:** Discuss cultural differences to help learners develop awareness of other cultures. This is a useful lead-in for the reading exercise.

Answers
Friends and family: Hello, How are you?, Bye, Hey, How are things?, Hi, See you, See you later, Goodbye!

Teachers: Hello, (Bye), How are you? Good morning, Good afternoon, Goodbye!

2 Read about how people greet each other. Complete the text with the missing words. Then listen and check. (15 minutes)

02

- Working individually, learners read each text and decide how to complete the text with the missing words. Encourage them to look for reasons to support their choice.
- When they have finished, ask learners to work in pairs and discuss their answers. Do not reveal the correct answers yet.
- Tell learners that they are going to listen to the audio to check the answers.
- Play the audio at least twice to give learners enough time to check their answers.

Download the audio transcript on Cambridge GO.

Answers
a cheek; hands **b** back **c** head **d** thumbs; nose

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

SAMPLE

We are working with Cambridge Assessment International Education towards endorsement of this title.

Reading tip (5 minutes)

Learners often panic when they find words they don't know in a text. Explain that they can use the context in which the word appears to guess the meaning. If they still cannot understand it, then they can use a dictionary.

Language tip (5 minutes)

Focus on the example and explain that in English, we sometimes use *you* to refer to people in general, not someone specific. You may ask learners to look for more examples in the reading text.

3 Which of the four texts in Exercise 2 does this photo illustrate? (5 minutes)

- Focus on the photo. Ask the class to match it to the correct text.
- Encourage them to justify their opinions.

Answers
Text d

4 Match the words and phrases from the text with their meanings. (5–10 minutes)

- Read the instructions. Explain that all the words in the box are from the texts in Exercise 2.
- Before doing the exercise, ask learners to read the texts in Exercise 2 again. Then instruct them to find the words and circle them. This exercise will help them to contextualise the words and phrases.
- They work independently and match the words to their meanings.
- When they have finished, ask learners to work in pairs and discuss their answers.
- You may wish to mime some actions from the exercise and ask learners to say the correct phrase, for example to kiss on the cheek, to shake hands with someone, to give someone a pat on the back, to nod your head, to put your hands together, to bow your head.

Answers
a gesture **b** cheek **c** to wave **d** formal
e to hug **f** tip **g** pat

5 Work with a partner. Ask and answer these questions about meeting and greeting in your culture. You can listen to a model conversation to help you. (5–10 minutes)

03

- Learners read the questions and discuss their answers in pairs. You may wish to ask them to write a few notes in preparation for the writing exercise.
- When they have finished, talk about their conclusions as a class.
- Encourage them to support their opinions with examples.

› **Differentiation idea:** Less confident learners and learners who need more support can listen to the model conversation one or more times before attempting the speaking exercise. Other learners can try, then they can choose to listen to the recording and have the conversation again, improving it. Some learners may not need to listen to the model conversation at all.

Download the audio transcript on Cambridge GO.

Answers
Learner's own answer

6 Write a paragraph about meeting and greeting in your culture. Use the words and expressions in Exercise 4 and your answers to Exercise 5. (15–20 minutes)

- Tell learners to use the information they discussed in Exercise 5 and the notes, if they have made any, to write a paragraph about meeting and greeting in their culture.
- When they have finished, you may wish to ask some of them to read their paragraphs to the class.

› **Differentiation idea:** Less confident learners can work in pairs or in threes to generate ideas for the writing. They may also work together on a common text. You may wish to model the first sentence and then they follow independently. Less confident learners can also use the text in the box for support.

Answers
Learner's own answer

SAMPLE

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

We are working with Cambridge Assessment International Education towards endorsement of this title.

Writing tip (10 minutes)

If learners have made notes during the conversation in Exercise 5, ask them to reread them and choose the ones they would like to use. If they haven't, allow some time for them to think of ideas to include in the writing. Then, ask them to plan the paragraph, for example how they are going to begin, the order in which they will present their ideas and how to finish it.

Plenary ideas

Consolidation (5 minutes)

Focus on the countries mentioned in the text. Help learners to find them on a map or globe. What do they know about these countries? Do any of the learners come from one of these locations? Are the learners living in one of the countries listed?

Homework ideas

- Learners choose one of the countries mentioned in the reading text and write a short text about it. They can include illustrations.
- Learners use the symbol at the beginning of the unit as a model and create their own 'global community' symbol.
- **Home–school link:** Learners talk with the family about how they addressed parents, senior members of the family and teachers when they were young. They compare with what they do now. How similar or different are these customs?

Workbook

For further explanation and practice, learners do page 8.

1.2 History: It's better to give than to receive

LEARNING PLAN

Learning objectives	Learning intentions	Success criteria
7Rd.03, 7Rm.01 7So.01	• **Reading:** Read and understand the main points of a text about famous gifts in history. • **Speaking:** Discuss gift-giving customs, ask and answer questions in the past.	• Learners can talk about gifts and their significance. • Learners can talk about gift-giving customs. • Learners can read and understand a text about famous gifts in history. • Learners guess the meaning of unfamiliar words from the context.
7Ug.01, 7Ug.03	• **Language focus:** past simple, regular and irregular • **Vocabulary**: *war, soldier, army, independence, dynasty*	

21st-century skills

Critical thinking: Speculate and draw conclusions, give reasons for an argument's plausibility.

Learning to learn: Use context and make connections to aid understanding, plan ahead to overcome learning problems.

Communication: Use appropriate language to negotiate meaning.

Materials: Learner's Book pages 22–23, Workbook pages 9 and 11–12, map of the world

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

We are working with Cambridge Assessment International Education towards endorsement of this title.

Starter ideas

Gifts (10–15 minutes)

- Ask the class what gifts they have received that they have been especially excited about. Why were they special? Do they ever buy gifts? How do they choose a gift?
- Focus on the pictures in the 'Famous gifts in history' text. Ask learners what they know about each. Generate interest by asking a variety of questions without revealing the answers to the exercise: *Have you seen the Statue of Liberty? Where is it? If yes, what did you see there?*

› **Assessment idea:** Ask the class to do a K-W-L (Know-Want to know-Learned) exercise. Draw a table on the board. Label each column as shown:

I know	I want to know	I learned

- Ask learners to work independently and write what they know about the pictures in column 1, what they would like to know and/or questions they would like to find the answers to in column 2. Tell them that they will fill in column 3 at the end of the unit.

› **Critical thinking opportunity:** Ask learners to describe the picture of the egg. Encourage them to speculate, for example Have they ever seen one like that? What would they use it for? Who was this gift for? From whom? Why did this person receive this gift?

- Encourage learners to speculate in the same way about the other gifts.
- Tell learners they are going to read a text to find out about the pictures. Explain that they do not need to focus on new words, but on the general content.

Main teaching ideas

1 Read the text and answer the questions.

a Which picture goes with each piece of text? (5–10 minutes)

- Learners read the 'Famous gifts in history' text. Learners match each paragraph to the correct picture.
- It is important to tell to the class that they do not need to read the text in detail in order to do this exercise. Explain that they need to 'scan' the text; that is, read the text quickly in order to find specific information that will help them, for example words such as 'horse' or 'egg', which will help relate the pictures to the text. Learners need to learn different ways of approaching a text and understand that choosing how to read is an important step in building effective reading skills.

Answers
1 Picture C **2** Picture B **3** Picture A

b Look at the words in the History key words box. Find them in the text. What are they in your language? (10–15 minutes)

- Learners look for the words in the text and provide the equivalents in their language.
- Are there exact equivalents? Are there words with similar meanings?
- For learners who finish the exercise quickly and whose language is written in a different alphabet from English, for example Japanese or Greek, it might be interesting for them to compare the characters employed in writing each word. They can compare the words written in English with a few other alphabets. This is beyond the requirements of the Cambridge Lower Secondary English as a Second Language curriculum framework so you might want to use this activity as an extension.
- You may ask learners to add more words related to war/independence, for example declaration, peace, treaty.

Answers
Learner's own answers

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

We are working with Cambridge Assessment International Education towards endorsement of this title.

CROSS-CURRICULAR LINK

Geography: Show a map of the world and help learners locate Paris, New York City, Greece and Troy.

- When did the Ancient Greeks and the Trojans live? Ask the class to search the internet or look for information in the school library and draw a timeline.
- **Additional resources:** You may direct learners to useful websites such as National Geographic and learn how archaeologists found the city of Troy.
- The class can also watch a video about the Statue of Liberty on the UNESCO website.

04

2 Choose the correct sentence to complete each paragraph in the 'Famous gifts in history' text. Then listen and check. (15 minutes)

- Tell learners that paragraphs 1–3 are not complete and they have to complete them using the four sentences provided.
- Check as a class and ask learners to justify their choices.
- **Learning to learn:** You may take advantage of this exercise to focus on deictic references; that is, how each sentence relates to the text, and what helped them relate the sentences to the correct paragraph.

Download the audio transcript on Cambridge GO.

Answers
a 2 **b** 3 **c** 1

3 Work with a partner. Find these words in the text and try to work out what they mean. Use the context and the pictures to help you. Check your answers in a dictionary. (15–20 minutes)

- Read and discuss the instructions with the class.
- **Learning to learn/Metacognitive idea:** Before learners do this exercise, ask them how they plan to do it. What will they do to guess the meaning of the unknown words? What difficulties might they find? How could they solve them? Explain that it is important to plan ahead when they are about to do an exercise of any kind. In that way, they can look for solutions to potential problems.
- Focus on the Reading tip. Ask learners to read it and model the exercise with one of the words in the list, for example *brilliant*.
- Divide the class into pairs. Ask them to write a definition for each word on a slip of paper.
- When they have finished, they can check their answers in a dictionary.
- Learners can see how similar or different their definitions are from those in the dictionary. How can they improve their definitions?
- Collect the papers. Pull a paper and read out the definition. Ask the class to say the word.

Answers
brilliant: extremely intelligent or skilled

huge: extremely large in size or amount

celebrate: to take part in special enjoyable activities in order to show that a particular occasion is important

centenary: the day or year that is 100 years after an important event

torch: a thick stick with material that burns tied to the top of it, used to give light

engaged: having formally agreed to marry

enamel: a decorative glass-like substance that is melted onto clay, metal or glass objects, and then left to cool and become hard, or an object covered with this substance

cockerel: a young male chicken

flaps (verb): to wave something, especially wings when or as if flying

Use of English

Past simple: regular and irregular (10–15 minutes)

- Ask learners to read the list of verbs and find the past simple forms in the text.
- Then focus on the examples. Ask learners to give more examples of their own.

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

SAMPLE

We are working with Cambridge Assessment International Education towards endorsement of this title.

- Ask the class to work in pairs or small groups and write rules to remember how to use the past simple in affirmative, negative and interrogative sentences.
- When they have finished, they can share their rules with the class.

Answers
Regular: sailed, pulled, waited, remained

Irregular: was/were, had, built, left, thought, became

Workbook

For further explanation and practice, learners do pages 11 and 12.

4 Work in small groups. Take each paragraph from the text in turn. Half of the group looks at the text and asks questions. The other half of the group answers without looking at the text. (15–20 minutes)

- Have the class work in groups of four. Groups take it in turns to look at the texts and ask questions, for example three questions per group.
- The other half of the group answers without looking at the texts.

› **Assessment idea:** While groups are working, you may appoint an observer. The role of the observer is to note down how the groups are performing against the rules about the use of the past simple they have written, for example someone forgot to use 'did' in a question, or made an irregular verb regular, etc. They write down the incorrect question or sentence. Explain that they don't need to note down who made the mistake but rather what kind of mistake was made.

- When all of the groups have finished, collect the assessment notes from the observers. Write the examples on the board and ask the class to correct them. Refer them to the rules they have written.

Answers
Learner's own answer

5 Discuss these questions, giving reasons for your answers. (15–20 minutes)

You can do this as a Think-Pair-Share exercise. Learners work individually and think about the questions. Then, they discuss the questions in pairs. Finally, they share their ideas with the class.

› **Critical thinking opportunity:** Learners are not going to find the answers to these questions in the text because they are higher-order thinking questions; that is, they put advanced cognitive demands on learners as they encourage them to think beyond literal questions. In order to come up with an answer, learners are required to think deeply about the questions, make inferences and draw conclusions.

Answers
Learner's own answers

Plenary ideas

K-W-L assessment (10 minutes)

- Ask learners to revisit the table they made at the beginning of the lesson. Elicit some of the things they wrote in each column.
- Ask the class: *What have you learned in this lesson? Have you found the answers you wanted to find? What are they? What is the most interesting thing you have learned in this lesson? Would you like to learn more about one of the gifts? Which one? Why? What would you like to do to learn more about it?*

Homework ideas

Ask learners to choose one of the places mentioned in the reading texts: Greece, Troy, New York or Paris. They search the internet or use reference books and find out more about one of these places. Then, they prepare a dossier.

Workbook

For further explanation and practice, learners do page 9.

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

We are working with Cambridge Assessment International Education towards endorsement of this title.

1.3 Talk about it: What should I give?

LEARNING PLAN

Learning objectives	Learning intentions	Success criteria
7Lm.01, 7Lo.01	• **Listening:** Listen to and understand information and opinions in a radio interview.	• Learners can listen to a radio programme and understand the main points in a dialogue.
7Sc.02, 7So.01	• **Speaking:** Ask for and give ideas and opinions.	• Learners can listen to a radio programme and give opinions about it.
7Ug.01	• **Language focus:** *should/shouldn't*	• Learners can ask for and give opinions.

21st-century skills

Critical thinking: Begin to understand social conventions; begin to develop awareness of cultural differences.

Learning to learn: Plan ahead, anticipate problems and find ways to overcome them.

Communication: Use simple techniques to start, maintain and close conversations of various lengths.

Materials: Learner's Book pages 24–25, Workbook pages 10 and 13–14, Photocopiable 1

Starter ideas

Social situations (10 minutes)

- Review with learners how to greet people in different contexts. Provide imaginary situations, for example they ring the bell at a friend's house and his/her mother/little sister/father opens the door. Ask individual learners what they would say.
- Establish what 'social situations' are. Ask the learners about themselves in different scenarios. Are they shy? Are they self-confident? How did they learn how to behave and what to say?
- Ask the class: *When do you give and receive gifts?* Elicit situations from the class. Ask them: *What sort of presents do people give for birthdays, anniversaries, weddings, other special occasions?*
- If you have a multicultural classroom, or you don't share the learners' culture, take advantage of the question above to get them to speak about different celebrations and the gifts that are exchanged in those 'social situations'. You may wish to offer information about gift-giving customs in your own culture. This will help learners become aware of and respect cultural differences.

Main teaching ideas

1 Listen to two people talking on a radio programme. What are they talking about? Which country do they mention? (10–15 minutes)

05

- Tell learners they are going to listen to a radio magazine programme. Do they ever listen to the radio? What kinds of programmes do they listen to? What do they prefer: the TV or the radio?
- Brainstorm words for different kinds of radio programmes.
- Tell learners to focus on the questions and listen to find the answers. Play the audio at least twice.

Download the audio transcript on Cambridge GO.

Answers
Gift-giving; India

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

We are working with Cambridge Assessment International Education towards endorsement of this title.

2 Listen again. Here are the interviewer's questions. How do Razia and Sandeep answer them? (10–15 minutes)

- Focus on the questions. Tell learners to listen again very carefully to find the answers to these questions. Tell them that they can make notes to remember the answers.
- Play the audio a few times. Discuss the answers with the class.
- **Cultural differences:** Notice that the interviewer and Sandeep use the word *present*, which means the same as *gift*. In British English, *present* is much more common than *gift*; *gift* is used on more formal occasions and in American English.
- You may wish to ask learners to discuss their answers in pairs before sharing them with the class. This will give less confident learners the opportunity to revise what they have done and to 'rehearse' their answers before sharing them publicly.

Answers

a Sweets and dried fruits

b Yes, you should never give white flowers as these are for a funeral.

c In red, blue, green or yellow paper because these colours bring happiness and money.

d When people get married, when they move into a new house or when they have a new baby.

e Money should be in odd units like 11, 51, 101, 501 and so on because these numbers are supposed to bring you good fortune.

f Special presents, like toys, clothes or books.

g After all the guests have gone home.

h At a wedding.

Remember (10 minutes)

- Remind the class of the use of *should* and *shouldn't*. Focus on the examples and explanation.
- Encourage the class to think of the social situations they discussed at the beginning of the lesson. Can they think of things they should and shouldn't do on those occasions, for example: *You should always give a present to the person who invited you to their birthday. If you are in China, you shouldn't accept a present immediately.*
- Learners can play the game in **Photocopiable 1**.

Workbook

For further explanation and practice, learners do pages 13 and 14.

3 Work in groups. You're going to do a radio interview, like the one in Exercise 1. (15–20 minutes)

- Tell the class that they are going to conduct a radio interview. Divide the class into pairs and ask learners to choose their role.
- They practise asking the questions with the correct pronunciation and intonation.
- Encourage them to use some of the phrases in the box. Tell learners that these are useful phrases to keep the conversation going and to show that they are listening actively. You may wish to explain what active listening is and why it is important.

› **Critical thinking opportunity:** Encourage learners to identify the potential difficulties they expect to have when doing this exercise, for example are they linguistic? Is it lack of vocabulary? of ideas? Ask them to think how they can overcome the difficulties. Discuss as a class. Thinking about and voicing the problems they may encounter, and then planning ahead how to solve those problems, are useful learning strategies.

› **Differentiation idea:** If some learners are having difficulties with pronunciation or do not feel too confident about what questions to ask, you may form a separate group and play the audio for them.

› **Assessment idea:** A learner from each group can video the conversations in their group. After they have finished, they can play the recording back and discuss how well they have performed and what they would change the next time. They can also play it back to the rest of the class.

Answers

Learner's own answers

Plenary ideas

Radio interview (20–25 minutes)

Ask pairs of learners to act out their radio interview for the class.

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

We are working with Cambridge Assessment International Education towards endorsement of this title.

Homework ideas

- Learners look for information about gift-giving customs in their country and write a guide for foreign visitors.
- **Home–school link:** As preparation for the next class, learners ask parents for photographs of their families and ask for some information about family members.

Workbook

For further explanation and practice, learners do page 10.

1.4 Think about it: You and your family

LEARNING PLAN

Learning objectives	Learning intentions	Success criteria
7Ld.02 7Sc.02 7Wca.04	• **Listening:** Listen to a description of a family. • **Speaking:** Ask and answer questions about your own family. • **Writing:** Write about your own family. • **Language focus:** apostrophe 's and s' • **Vocabulary:** *family relationships – ancestor, mother's mother, mother's father, great-grandparents, nephew, niece, only child, relatives*	• Learners can talk about their families. • Learners can listen and understand a description of a family. • Learners can write about their families. • Learners can use the possessive 's correctly.

21st-century skills

Communication: Start and manage conversations effectively.

Critical thinking: Begin to develop awareness of different social customs; examine possible solutions to a given problem.

Learning to learn: Listen and respond positively to feedback, using metacognitive strategies, e.g. planning ahead to overcome difficulties.

Materials: Learner's Book pages 26–27, Workbook page 15, family photos; Photocopiables 2 and 3

LANGUAGE BACKGROUND

The use of 's /s' to indicate possession

This form of the possessive can be confusing to speakers of languages other than English.

- In English, you usually show that something belongs to someone by adding 's to a noun or the name of the person:

  *My **father's** car is over there.*

  ***Jennifer's** brother is now living in Australia.*
- **'s** can also be added to a noun referring to an animal:

  *The child patted the **horse's** head.*
- **'s** is also used to show that something belongs or is associated with a group of people or an institution:

  *It's the **school's** responsibility to keep the buildings clean and comfortable.*

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

We are working with Cambridge Assessment International Education towards endorsement of this title.

CONTINUED

There were special conditions for the ***bank's*** *clients.*

- **'s** is also used after nouns and names referring to places:

  Many people brought their ***country's*** *flag to the match.*

  London is ***Britain's*** *largest city.*

- If a person's name ends with **s**, we can also put the apostrophe after the final letter.

  Tess' *mother was from Scotland.*

  James' *house was sold yesterday.*

- With plural nouns ending in **s**, only the apostrophe is used to make the possessive and it is placed after **s:**

  All the ***learners'*** *books were in the classroom.*

  I always go to my ***parents'*** *house at the weekend.*

Starter ideas

Discussion (10–15 minutes)

- Ask the class: How many words for family members can you remember in 30 seconds? Elicit as many as possible.
- Show a photo of your family and speak briefly about it.
- Ask learners to show their photos and talk about their families. Have they always lived in the same town or city?
- Tell them about your grandparents and, if possible, your great-grandparents. Encourage them to do likewise.

Main teaching ideas

1 Work with a partner. Match the definitions to the words. (15 minutes)

- Focus on the words in the topic vocabulary box and ask the class to explain the meanings in their own words or with examples.
- Ask them to read the definitions and match them to the correct words.
- Ask learners to compare their answers with a partner.
- Write on the board these informal words for members of the family: grandma, granny, grandpa, granddad, mum, dad. Ask the class: *Who do they refer to?* Elicit the answers.
- It may be useful to compare the words used to describe family relationships in English with the learners' own language, as there may be important differences that might cause some confusion, for example in some languages there are different words for uncle/aunt depending on the side of the family, such as mother's side vs father's side.
- Say: *Your father and mother are your parents, your grandfather and grandmother are your grandparents. What word do you use to refer your uncles, aunts, cousins?* Elicit *relatives*.

Answers

a relatives **b** niece **c** nephew

d mother's mother **e** mother's father

f only child **g** great-grandparents **h** ancestors

2 Look at these informal words for members of the family. Who do they refer to? (5 minutes)

- Learners read through the words and circle the ones they know.
- Tell learners to work in pairs and work together to decide what the words they don't know mean.
- When they have finished, ask learners to report back to the class and correct any mistakes together.

Answers

grandma, granny – grandmother

grandpa, granddad – grandfather

mum – mother

dad – father

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

We are working with Cambridge Assessment International Education towards endorsement of this title.

3 Work with a partner. Ask and answer these questions about your family. (15 minutes)

- Ask learners to read the questions and circle all the family words they know.
- Tell learners to look at the questions again and think of the answers. Ask them to make a few notes in preparation for the speaking exercise.
- Elicit the meaning of potentially difficult or new vocabulary and provide examples: *date of birth, were/was born, emigrate.*
- You may need to point out that 'cousin' in English usually means your direct first cousin rather than anyone more remotely related (as the word can be used in some Asian countries).
- Ask learners to take notes of their partner's answers.
- Circulate, helping with vocabulary and checking for correct pronunciation.
- When they have finished, ask pairs to report back to the class.

Answers
Learner's own answers

Use of English

Apostrophes 's and s' (10 minutes)

- Read through the Use of English box with the class.
- Discuss the questions with learners and provide more examples and explanations.
- Elicit examples from learners.

› **Critical thinking opportunity:** Invite learners to compare with their home language and think of the difficulties they may have. Ask: *Are apostrophes used in your home language? How are they used? How is the possessive expressed in your language? Why do you find this use of the possessive difficult?*

4 Put the apostrophes in the right position in these sentences. (15 minutes)

- Learners complete the exercise.
- Check by asking individual learners to come to the board and write a sentence with the apostrophes in the correct place.

› **Critical thinking opportunity:** Invite learners to explain why they have put the apostrophe in a particular place. This will require them to refer back to the rules and examples they have discussed.

Answers
a cousin's **b** grandmother's **c** grandparents'
d sisters' **e** father's **f** ancestors'

5 Listen and answer the questions. (15 minutes)

06

- Focus on the questions. Tell learners they are going to listen to an interview and find the answers to the questions.
- Play the audio at least twice. Elicit ideas.
- **Learning to learn:** Ask learners to reflect and explain how they found the answer. In this way, you are helping them to think of their own mental processes and what they do to learn.

Download the audio transcript on Cambridge GO.

Answers
a her grandmother **b** Carlos **c** very near
d her cousins **e** California
f father's side because her mother is an only child

6 You've had an email from a distant relative who is researching your family history. Write your reply. (15–20 minutes)

- Ask learners to read the questions and make notes of things they would like to include.
- When they have finished, they write the first draft.
- Ask them to exchange drafts with a partner. Encourage them to make comments, for example are the ideas clear? Is the information interesting?
- Ask them to comment on two things they like or find interesting about the text and one thing they think needs improvement.
- Learners receive back their writing and act upon the feedback.
- When they have finished, you may ask volunteers to read their texts.

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

SAMPLE

We are working with Cambridge Assessment International Education towards endorsement of this title.

Answers
Learner's own answer

Plenary ideas

Consolidation (15–20 minutes)

- Learners complete **Photocopiable 2**. You will need to explain to them what a DNA test is. They will learn about these in Lesson 1.5.
- Learners then complete **Photocopiable 3** in pairs.

Homework ideas

- **Home–school link:** Learners take home the text they wrote in Exercise 5 and ask parents for more information about their family.
- Learners use the additional information they have received from parents to expand the text. They can also include photographs and make a family tree.

Workbook
For further explanation and practice, learners do page 15.

1.5 Geography: Family history

LEARNING PLAN

Learning objectives	Learning intentions	Success criteria
7Rm.01, 7Rd.01 7Sc.04	• **Reading:** Read about people tracing their ancestors, read and understand details and specific information in a non-fiction text. • **Speaking:** Talk about migration, use academic vocabulary related to science and geography.	• Learners can read and understand a text about migration. • Learners can use vocabulary related to science and geography. • Learners can speak about their family history. • Learners can join sentences using relative pronouns.
7Us.04	• **Language focus:** *which/that, who* and *whose* in defining relative clauses	

21st-century skills

Critical thinking: Read and draw conclusions, select key points to create a new account.
Collaboration: Participate actively in group and whole-class activities.

Materials: Learner's Book pages 28–29, Workbook pages 16 and 18–19, map of the world, Differentiated worksheets 1A, B and C

Starter ideas

Family connections (10–15 minutes)

- If learners have done the homework and home–school link activities in Lesson 1.4, ask them to share their work with the class.
- Take advantage of this discussion to encourage learners to model the vocabulary from Lesson 1.4.
- Ask the class: How do people find out about their family history? What do you know about your family history? How did you find out?
- Elicit ideas about how information is passed through families, such as diaries, letters, word of mouth.
- Ask whether stories change when they are passed down.

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

We are working with Cambridge Assessment International Education towards endorsement of this title.

Find out more: science and geography (15–20 minutes)

- Ask learners to close their books. Write DNA on the board and ask learners if they know what the letters stand for. What is DNA? Elicit ideas from the class.
- Ask learners to open the Learner's Book and look at the words in the key words box. Ask: *Which are continents? Which are countries? Which is a point of the compass?*
- Show a map of the world and ask learners to locate the continents and countries. What continents are missing?
- Draw a compass on the board. Ask learners to identify other points of the compass.
- Ask learners to locate their country on the map and find the countries to the north, south, north-east, etc.
- Read the Did you know? box together. Was their understanding of DNA correct?

› **Differentiation idea:** Ask learners to give examples with the new vocabulary. Less confident learners can write them down in their notebooks for reference. You may also start a word web with the science vocabulary of this lesson.

Main teaching ideas

1 Look at the map and read the article to find out about a scientific approach to family history. What does the map show? (15–20 minutes)

- Learners read the article 'A remarkable journey' to find out about a scientific approach to researching family history.
- Focus on the map. Encourage learners to describe it and explain what it shows.

Answers
Migration

CROSS-CURRICULAR LINK

Geography: Ask learners to locate on the class map all the countries that are mentioned in the reading text.

- Zak says: 'I wondered how they crossed from Asia into Alaska and then into Canada. I discovered there was once a land bridge that linked the two continents.' Where do learners think there was a natural bridge across the continents 15 000 years ago? Encourage them to look at the map and find a suitable place, such as the Aleutian Islands.
- **Additional resources:** You may wish to help learners look for more information about the Aleutian Islands and migratory waves.

2 Answer the questions. (15–20 minutes)

- Divide the class into small groups and ask them to read and discuss the questions.
- When all groups have finished, ask them to share their conclusions with the class. Encourage them to give reasons for their answers.
- Encourage groups to think what questions they would like to ask Serena, Zak and Vikal.

› **Critical thinking opportunity:** This is a useful opportunity to develop inferencing and interpretation.

Answers
a a DNA test; ancestors travelled from Africa through Europe
b a land bridge that linked the two continents; no
c Jakarta, Indonesia; from Africa, through Asia
d fascinated/amazed/interested/surprised

Use of English

***which/that, who,* and *whose* in defining relative clauses (15 minutes)**

- Focus on the examples and the question in the box. Ask the class to examine the examples carefully. What do the relative pronouns do? Elicit that they help join the sentences and give essential information about someone or something that will help understand who or what is being referred to.

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

SAMPLE

We are working with Cambridge Assessment International Education towards endorsement of this title.

- Supply more examples of pairs of sentences and ask learners to join them.
- Elicit more examples from the class.
- You may ask learners to copy the examples in their notebooks for reference.

› **Digital Classroom:** Use the grammar presentation 'Defining relative clauses' to introduce relative pronouns in defining clauses. The i button will explain how to use the grammar presentation.

Workbook

For further explanation and practice, learners do pages 18 and 19.

3 Join these sentences together with *which/that, who* or *whose*. (10 minutes)

- Focus on the exercise and ask learners to join the sentences. Check as a class.
- Learners do Differentiated worksheet 1A, B or C.

Answers
a which/that **b** who **c** which/that
d whose **e** which/that

4 Work in pairs or groups. How would you explain to your parents or friends what you have learned from reading 'A remarkable journey'? (15–20 minutes)

- Do this exercise as Think-Pair-Share.
- Learners first work individually. Encourage them to plan what they will tell their parents or friends in note form.
- They pair up with a partner and discuss their ideas. They come up with a plan.
- They get together with another pair and make a final plan.

Answers
Learner's own answers

Plenary ideas

Consolidation (15–20 minutes)

- Ask learners to trace the routes Serena, Zak and Vikal describe on the class map.
- Ask them to work in groups, look for information in books or on the internet and make a rough estimate of the distance covered by the children's ancestors in their journeys. How many kilometres did the ancestors travel before they reached their destination?

Homework ideas

- Learners search the internet and look for information about the countries their ancestors came from. If there are no immigrants in their families, they may look for information about the countries mentioned in this lesson. They choose a country they are interested in and prepare a presentation for the class.
- **Home–school link:** Learners tell the family what they learned after reading 'A remarkable journey'. They can ask parents if there are similar stories of emigration in their families. Where did their ancestors come from? Do they know why they migrated? Do they still have family in those countries? Are they in touch?

Workbook

For further explanation and practice, learners do page 16.

SAMPLE

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

We are working with Cambridge Assessment International Education towards endorsement of this title.

1.6 Talk about it: You and your school

LEARNING PLAN

Learning objective	Learning intentions	Success criteria
7Ld.02 7Sc.04 7Rd.01	• **Listening:** Listen to a conversation about secondary school, listen for detail. • **Speaking:** Ask and answer questions about what you've done at school this term. • **Reading:** Read about people's experiences at school.	• Learners can listen for general information. • Learners can listen and find specific details in a conversation. • Learners can ask and answer questions about school experiences. • Learners can read and understand a text about school experiences.
7Ug.06	• **Language focus:** present perfect • **Vocabulary:** *school subjects, sports, feelings*	• Learners can use the present perfect to speak about recent actions.

21st-century skills

Learning to learn: Take effective notes in class, use notes to construct original output.

Collaboration: Listen to, acknowledge different points of view respectfully.

Communication: Know how to present points clearly and persuasively.

Materials: Learner's Book pages 30–31, Workbook pages 17 and 20–21, Differentiated worksheets 2A, B and C

LANGUAGE BACKGROUND

Past simple vs present perfect

We use the simple past when the action started and finished in the past and we know exactly when it happened:

I was in Paris last year/in November/two years ago.

We also use the past simple to talk about regular or habitual events in the past:

When I was a child, I played in the street with my friends.

Sometimes we don't need to use a time expression because when we know the time:

Leonardo Da Vinci painted the Mona Lisa.
(We know that he did this a long time ago.)

We use the present perfect when the action started in the past and continues up to now or to talk about an event that has finished in the very recent past. The time is not important. Either it is not mentioned or we use time expressions such as *ever, never, before, already, just, yet, so far, up until now*:

I've been to Paris three times so far.

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

We are working with Cambridge Assessment International Education towards endorsement of this title.

Starter ideas

School discussion (15 minutes)

- Ask learners what memories they have of their early years at school. Did they attend the same school during all the years of primary? What memories do they have of teachers and schoolmates?
- Do learners all come from the same primary school? If not, how do their primary schools compare?
- Ask them if they had schoolmates of different nationalities. If yes, where were they from?
- Ask the class: *What are the main differences between your secondary school and your primary school?* Ask them to think about the subjects they do, the school day, the size of the school, the classrooms and activities outside lessons. Elicit ideas.

Main teaching ideas

1 A teacher has asked new students to describe their first few weeks at secondary school. Read what two of them said. Are they mostly positive or negative about their new school? (10 minutes)

- Learners read the texts and decide. Encourage them to give reasons to support their decision. Remind learners to use context to understand the meaning of new words. Tell them to look for and circle words or phrases that show the attitude of the students.
- When they have finished, ask learners to work in pairs and discuss what they have circled. Have they circled the same things?

Answers
Mostly positive

2 Answer the questions. (10–15 minutes)

- Tell learners to read the questions and reread the texts, this time paying attention to detail to find the answers.
- When they have finished, discuss the answers as a class.
- **Learning to learn:** Invite the class to think about the different ways in which they have read the texts. The first time they read fairly quickly, looking for specific information; that is, they looked for positive and negative words. They 'scanned' the text. The second time, they reread the text more carefully, looking for details that would help them answer the questions.

Answers
a a few weeks
b jazz band, trumpet, volleyball
c finding the classroom
d History
e it is going well up to now

Use of English

Present perfect simple (15 minutes)

- Review the form of the present perfect and the simple past. Elicit examples from the class.
- Focus on the Use of English box and discuss the differences in use between the tenses.
- Use the examples given by the learners to point out further differences, for example the adverbs and time phrases used with each.

› **Digital Classroom:** Use the grammar presentation 'Past simple vs present perfect' to focus on the form of the tenses. The i button will explain how to use the grammar presentation.

Workbook
For further explanation and practice, learners do pages 20 and 21.

3 Complete the sentences using the present perfect of the verb in brackets. (10 minutes)

- Learners complete the sentences using the present perfect.
- Check as a class.

› **Assessment idea:** Discuss with the class the mistakes they might have made. What kind of mistakes were they? Did they use the wrong form of the verb (past for past participle)? Was it the wrong auxiliary? Ask learners to think what they could do next time to improve. Encourage them to think of strategies that can help them, for example using different colours to write the correct forms *have* / *has*, make a list of irregular verbs, etc.

Answers
a made **b** have had **c** I've enjoyed
d haven't played **e** has been **f** Have; seen

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

We are working with Cambridge Assessment International Education towards endorsement of this title.

4 Before you listen, read the questions in the survey. Who do you think wrote the survey? Who is going to answer it? (5 minutes)

- Learners go through the survey questions in pairs or small groups and predict who wrote them and who will answer. Then they share their impressions with the class.
- Take advantage of this exercise to predict the vocabulary they will hear in the audio and some of the content. This will make it easier for learners to understand what they hear.

Answers
Teachers; students

5 Listen to Anisha and Felipe doing the survey. Have they done well at school this term? (10–15 minutes)

- Play the audio at least twice for learners to familiarise themselves with the content and find the answers to the question.
- They check if their predictions were correct. Ask what helped them decide, for example some key vocabulary.
- **Learning to learn:** Learners generally try to understand everything they hear and are sometimes frustrated when they cannot. Ask them to focus only on finding the answer to the question.

Answers
Yes

Download the audio transcript on Cambridge GO.

6 How did Anisha and Felipe answer each question? Listen again. (10 minutes)

- Learners can discuss how Anisha and Felipe answer each question before listening again.
- Play the audio, pausing after the answers to each question.
- You may ask learners to take notes of the answers to discuss later. When they have finished, they may compare Anisha's and Felipe's experiences.

Answers
1 Anisha – science; Felipe – English
2 Anisha – history; Felipe – geography
3 Experiments
4 Ancient Greeks
5 Anisha – marks OK but A in science; Felipe – A in English
6 Anisha – jazz band, trumpet; Felipe – football
7 Anisha – volleyball; Felipe – football
8 Anisha – no; Felipe – yes, late for lesson
9 Anisha – yes, said 'Good morning'; Felipe – yes, about being late
10 Both – yes

7 With a partner, ask and answer the questions in the class survey. (15–20 minutes)

- Ask learners to record their answers to the survey in note form.
- They work in pairs. Each member of the pair prepares their part.
- Play the recording again for all learners to recall how Anisha and Felipe did the survey.
- Pairs do the exercise.

› **Differentiation idea:** More confident learners may not need so much support prior to doing the exercise. However, less confident learners will benefit greatly from this scaffolding, as it will help them plan the task. You can assist them by asking them what difficulties they think they might have and encouraging them to think of possible solutions.

› **Critical thinking opportunity:** Note-taking is a useful skill to develop, as learners have to make judgements about what information is really necessary to record and concentrate only on key ideas.

- When they have finished, ask learners to report back to the class. They may collect results and see how many have given similar answers, which school subjects or sports are the most popular, etc.
- Circulate, checking for correct pronunciation and helping if necessary.
- Learners do Differentiated worksheet 2A, B or C.

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

We are working with Cambridge Assessment International Education towards endorsement of this title.

Answers
Learner's own answers

Plenary ideas

Reflection (15 minutes)

- When learners have finished Exercise 7, ask them to reflect back on their performance. What was the most difficult aspect of the task? What did they do to overcome the difficulties? What can they do in the future to perform better?
- You may invite learners to start a 'Reflection' section in their notebooks and write down the ideas they have come up with in this discussion.

Homework ideas

- Learners write a survey about past school experiences and use it to ask parents and relatives about their school experiences. They use the survey in the Learner's Book as a model, making all the necessary changes, for example questions should change from present perfect to simple past.
- **Home–school link:** Learners ask their parents about their school memories and experiences. They take notes and prepare a short text. If possible and suitable, they may accompany it with a photograph. Make a class poster with all the contributions.

Workbook
For further explanation and practice, learners do page 17.

1.7 Write about it: Improve your writing

LEARNING PLAN

Learning objectives	Learning intentions	Success criteria
7Sor.02, 7So.01, 7Wca.02, 7Wc.02	• Speaking: Give opinions and discuss ideas to plan a task. • Writing: Brainstorm ideas, plan and write an account of their first days at school, express and support their opinions.	• Learners can discuss the steps needed to plan an exercise. • Learners can brainstorm ideas and plan an account. • Learners can give and support their opinions in writing.

21st-century skills

Communication: Know how to present points clearly and persuasively, use appropriate strategies to develop a conversation.

Learning to learn: Know the appropriate format for a piece of written work, use notes to construct original output.

Materials: Learner's Book pages 32–33, Workbook page 22

Starter idea

Blog posts (15 minutes)

- Ask the class if they have a blog or they have ever written a blog post for the school/class blog.
- Ask them what they wrote about and, if possible, encourage them to show their writing to the class.
- Ask, for example: *Do you ever read blog posts or online articles in newspapers or magazines? What topics are you interested in? Have you read any*

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

We are working with Cambridge Assessment International Education towards endorsement of this title.

interesting articles or blog posts recently? What were they about? Did you discover any new and interesting facts? Elicit answers from the class.

- Bring extracts from books about school stories or blog posts written by students and share them with the class.
- Ask learners to read a few and decide which they like best, find the funniest, most interesting, etc.
- Ask: *What makes these stories attractive/interesting? Is it the stories themselves, the language, the style?* Elicit answers from the class.

Main teaching ideas (60 minutes)

- Tell the class that they are going to write an account of their first weeks at secondary school for the school website.
- As a class, discuss its characteristics. Elicit ideas. Help with questions, for example: How do you begin the account? Would you use an introduction? What kind of language would you use? What kind of adjectives? Would it be formal or informal? Would your report have sections?
- Summarise learners' ideas on the board for future reference. Ideas may include, for example:
  - introduce the main subject from the very beginning
  - clear organisation, possibly with captions or subheadings
  - clear language
  - use factual information or evidence/anecdotes
  - end with a restatement of your views
  - use rhetorical questions
  - use positive or negative vocabulary.
- Focus again on the extracts they have read previously and on the student descriptions in Lesson 1.6. Ask learners if they think they reflect the characteristics they have discussed. What other features can they find?
- Revise tenses, for example the past simple and the present perfect, and school subjects.
- Elicit possible sentence openings, for example: *So far this term …, On my first day …, At first …, Then …, My favourite subject(s) …*
- With the class, write a set of criteria that they will use as a checklist to assess their work.
- Write the checklist on the board. Learners copy in their notebooks.

Step 1: Work in groups. Discuss these questions.

- Have learners work in groups of three or four.
- They read and discuss the questions and make decisions.

› **Assessment idea:** Circulate and spend a few minutes with each group, listening to them while they are working and asking questions about the decisions they have made. Make notes for each group.

- You can keep cards to record your impressions. See an example below:

Group:	Date:
Task: Write an account of your first weeks at secondary school for the school website.	
Standards:	
1. Know appropriate format for a piece of writing.	
2. Know appropriate register for a piece of writing.	
3. Use essential grammar generally effectively.	
4. Write a plan for a piece of writing.	
Observed behaviour:	
Positive results:	
Problems:	
Notes/recommendations/actions:	

Step 2: Write a plan for your account.

- Learners write a plan for their report.
- They can use the plan on page 33 of the Learner's Book as a model.

Step 3: Ask another student to check your plan.

- When they have finished drafting their plan, learners exchange it with a partner.
- They ask questions and make comments on each other's plans, for example order of ideas, kind of ideas included, anecdotes, etc.

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

SAMPLE

We are working with Cambridge Assessment International Education towards endorsement of this title.

Step 4: Write your account.

Learners work individually and write a first draft of their report.

Step 5: Read through your account and check for mistakes.

Learners read through their account and use the checklist to make sure they have included everything they intended.

Step 6: Ask another student to read your report and comment on it.

They exchange their drafts with a partner.

› **Assessment idea:** Learners use the set of criteria and the questions in the Learner's Book to assess each other's work. Invite them to write two things they particularly like about the text and one thing they would improve.

Step 7: Write a final version to be published on the school website.

When learners receive their draft back, they edit it using the feedback received.

Answers
Learner's own answers

Plenary ideas

Discussion (15–20 minutes)

- Learners read their accounts to the class. They ask and answer questions about them.
- **Publishing idea:** You could upload the accounts to the class or school blog.

Homework ideas

- Learners collect information about their family history and add it to the notes they made in Lesson 1.5.
- **Home–school link:** Learners can show the account to the family and explain what they have done.

Workbook

For further explanation and practice, learners do page 22.

1.8 Project challenge

LEARNING PLAN

Learning objectives	Learning intentions	Success criteria
7Sor.01, 7Sc.04 7Wca.02, 7Wc.02	• Speaking: Discuss a project, discuss ideas, express opinions, give examples. • Writing: Brainstorm ideas, plan and write a guide and a profile.	• Learners can discuss aspects of a project. • Learners can write a profile. • Learners can plan and write a guide. • Learners can express opinions and give examples.

21st-century skills

Critical thinking: Select key points from diverse resources to create a new account.

Communication: Use a number of cohesive devices to link sentences into clear, coherent discourse.

Collaboration: Work with others to plan and execute class projects.

Materials: Learner's Book pages 34–35

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

We are working with Cambridge Assessment International Education towards endorsement of this title.

Starter ideas

A quiz (15 minutes)

- Divide the class into small groups. Ask groups to write ten quiz questions about the unit.
- When they have finished, they exchange their quiz with other groups and solve it.

Main teaching ideas

- Tell the class that they are going to work in groups or pairs to do a project.
- Ask learners to read the descriptions of the projects. Clarify any aspects that might not be clear to them.
- Have learners choose a project and get together in small groups with other learners who have chosen the same project.

Project 1: Family history (60 minutes)

1 **Read this account of an older family member. You're going to write something similar.**
   - Focus on the photograph and ask learners why the photograph is in black and white. What do they notice about the lady in the photo, for example her hairstyle, clothes? Where do they think the photo was taken? Who is the lady in the photo?
   - Ask the class to read the text and find out about the lady.
   - Tell the group that they are going to use this as a model to write about a family member.

2 **Think of an older member of your family. Do some research to find out as much as you can about them.**
   - Remind groups of the notes they made at home about family members and family history (Lesson 1.5 home–school link).
   - Learners read the questions and organise their notes accordingly.

3 **Write a profile of this person you have chosen. Use Cecilia's profile of her great-grandmother to help you.**
   - Learners use their notes to write a first draft of the profile of the person they have chosen.
   - They revise and edit as necessary.

4 **Work in groups. Other members of the group ask you the questions in Exercise 2. They can ask other questions if they want to.**
   - Once learners have finished their work, they get together with their groups.
   - Group members take turns to ask the questions in Exercise 2.
   - One group member can record the conversations. When they have finished, they can play the recording back to the class.

› **Assessment idea:** When all group members have finished, they look at the reflection questions. They first answer them individually. Then, they may discuss them in their groups.

Project 2: A guide to social customs (60 minutes)

1 **Work in groups. There are going to be two sections in the guide. Discuss the following questions and write down your ideas.**

   Groups read the questions and make notes.

2 **Divide the work among the members of your group.**

   They divide the work among group members.

3 **Design and write your guide.**
   - Groups decide how they are going to design the guide. Then each group member carries out their task.
   - They write a first draft of the guide. They read the draft and make adjustments.

4 **Exchange guides with another group. Make constructive comments and suggestions.**
   - Groups exchange their guides and comment on each other's work.
   - Invite group members to make at least two positive comments about the guide they have received and one thing they would improve or find missing.

Reflection

- Download the project checklist from Cambridge GO and ask learners to use it to evaluate their project.
- When all groups have finished, ask learners to read and reflect on the questions in the Learner's Book. They can discuss the questions in their groups.
- You may wish to have learners write their reflections in their reflection journals.
- **Home–school link:** You may wish to record groups as they are working, so that learners can show the recording to their families.

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

SAMPLE

We are working with Cambridge Assessment International Education towards endorsement of this title.

1.9 Read and respond: Fiction

LEARNING PLAN

Learning objectives	Learning intentions	Success criteria
7Rm.02	• **Reading:** Read and answer questions, appreciate style.	• Learners can read and appreciate a story.
7So.01	• **Speaking:** Discuss behaviour; discuss style and characters in a piece of fiction, discuss values.	• Learners can express opinions and support them with examples. • Learners can give opinions about characters and their motivations.
7Wca.03, 7Wca.02	• **Writing:** Answer questions, write a story.	• Learners can brainstorm ideas and plan a piece of writing. • Learners can write and edit their work.

21st-century skills

Critical thinking: Speculate; discuss opinions, assess strengths and weaknesses and possible solutions.

Creative thinking: Employ new ideas and content in solving a task or exercise.

Learning to learn: Identify helpful resources for their learning, using a learner's dictionary and other reference sources.

Materials: Learner's Book pages 36–38, Workbook page 23, Photocopiable 4

Starter ideas

Story types (10 minutes)

- Discuss stories with the class. What sort of stories do they like? Do they prefer to read funny or more serious stories? Encourage them to talk about stories they have read, and provide them with details of books you have read.
- Bring extracts of the beginning of different kinds of stories suitable for the age of the learners, some based on real events or people, some fictional and fables. Share them with the class and ask them, for example: *What sort of story do you think this is? Do you think it's a story about real people or is it fiction? Why? Which one would you like to read? Why do you find it interesting?*

Main teaching ideas

Before you read (10–15 minutes)

- Focus on the title of the story and the illustrations. Does it give learners a clue about what it is about? Elicit ideas.
- Encourage learners to predict what the story is going to be about and where it is set. Invite them to justify their opinions.
- Tell them to read the short text about the author. What do they know now about the story that they didn't know before? Is there anything surprising about the information they have read?

1 Read and listen to the first part of the story. (15 minutes)

- Tell learners to listen and read the first part of the story.

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

We are working with Cambridge Assessment International Education towards endorsement of this title.

- Ask if they think it is based on real events and real people or if it is a fable. Encourage them to give reasons for their answers.
- Remind them of what a fable is – a traditional story that teaches a moral lesson.

Critical thinking opportunity: Ask learners about their experience of reading the text. Was it difficult to understand? Did they find many new words?

- **Learning to learn:** Ask learners what they do when they read a story and do not understand all the words. Do they try to guess the meaning from the context or do they look for all the words in the dictionary? What do they think a key word is?
- Ask the class to reread the extract and circle the words they do not know.
- With a partner, they try to guess the meaning from the context.
- Discuss the meanings as a class.
- Then focus on the glossary and ask learners to check if their ideas were correct. Check as a class. What helped them decide?

Download the audio transcript on Cambridge GO.

Answers
Fable – begins with 'Once upon a time', moral theme of being generous

2 Work in groups. Summarise this part of the story in no more than ten sentences. (15–20 minutes)

- Ask learners to read the steps and clarify doubts.
- Get the class to work in groups. Each member of the group says what they remember of the key points of the story. Emphasise the importance of making sure every member of the group has a chance to say something.
- They choose one group member to write down the summary with everybody's help.
- As a group, learners check that all the ideas are there and the spelling and language are correct.
- Each group takes it in turn to read their summary. The rest of the class listens to check that the details are correct.

Answers
Learner's own answer

Assessment idea: This exercise lends itself to assessing how learners organise themselves to work in a group, whether they understand what steps are needed to complete a task, and how individual learners are able to explain the task to others and direct the group's work. After they have finished, you may ask groups to discuss how well they did the exercise and whether they could improve their organisation.

3 Answer these questions. (15–20 minutes)

- Ask the class to work individually. They reread the text and find the answers to the questions.
- When they have finished, ask learners to pair up with a partner and discuss their answers before discussing as a class.

Critical thinking opportunity: These questions offer learners the chance to think beyond the literal questions. When they predict how the story continues and ends, they need to draw conclusions and infer how each character is going to behave based on what they have read.

Answers
a Answers will vary but may include kind, generous, powerful, rich
b Answers will vary but may include clever, greedy, unfortunate, generous
c Learner's own answer

4 How many times does the writer use the word 'gold'? Why do you think he repeats the word? (10 minutes)

- These questions are beyond the requirements of the Cambridge Lower Secondary English as a Second Language curriculum framework so you might consider using them as an extension.
- Ask learners to reread the text and look for the word 'gold'. How many time is it repeated?
- Encourage them to think why the writer repeats it.

Answers
13; Learner's own answer

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

SAMPLE

We are working with Cambridge Assessment International Education towards endorsement of this title.

5 Fables and traditional stories often feature an action that is repeated. What is the action in this part of the story that is repeated? Can you think of another traditional story where an action is repeated? (10 minutes)

- Focus on the rubric and ask learners to find the action that is repeated in this story. Elicit ideas.
- Ask learners if they know other traditional stories where an action is repeated. Elicit examples. Ask learners to explain what the stories are about and what action is repeated.

Answers
The peasant returning to the palace; Learner's own answer

6 What do you think is going to happen next? (5 minutes)

Ask learners to predict what is going to happen next. Why do they think so?

Answers
Learner's own answer

09

7 Values. Work in groups. Discuss these questions. (20–25 minutes)

- Ask the class to reread the text and circle the words they do not know. Can they guess what they mean?
- Ask learners to work in groups and answer the questions.
- You may do this exercise as Think-Pair-Share.
- Ask learners to read the questions and answer them. Then they get together in pairs or small groups and compare and contrast their answers.
- Finally, discuss the answers as a class.

› **Critical thinking opportunity:** Ask learners to speculate about what might have happened if the peasant had had a different personality type.

- **Values:** Ask learners to reflect what the moral of the story is. Allow enough time for learners to reflect and give reasons.

Answers
Learner's own answers

8 Choose one of the following scenes and imagine what the people in the story said to each other. Write a short dialogue. (20–25 minutes)

› **Assessment ideas:** Discuss with the class what a good dialogue would look like and write a set of criteria in learner-friendly language. The criteria may include, for example: correct use of tenses, correct punctuation and spelling, variety of vocabulary, use of direct speech, the thoughts and feelings of the characters, how the characters speak and behave, how the characters develop or change in response to events.

- Learners read the scenes and draft their dialogues. When they are happy with it, they revise it against the criteria.
- Learners get together with a partner or in a small group and exchange their dialogues. They read each other's work and give feedback using the set of criteria. They make at least two positive comments about them and one thing they would like to improve.
- Learners receive their writings back and act upon the feedback. They write their final text.
- Ask groups or pairs to share their dialogues with the rest of the class.

Answers
Learner's own answer

Plenary ideas

Consolidation (15 minutes)

- Ask learners about their experience of reading the text. Was it difficult to understand? Why? How did they overcome the difficulties?
- Ask learners to get together with a partner and act out one of their dialogues.
- Learners practise asking and answering questions and making statements using the present perfect simple and past simple, using **Photocopiable 4**.

SAMPLE

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

We are working with Cambridge Assessment International Education towards endorsement of this title.

Homework ideas

- Ask learners to look for a fable or a story with a moral and bring it to the class on the following day.
- **Home–school link:** Learners can read and discuss the extracts with the family. They can ask parents what they think about the story.

Workbook

For further explanation and practice, learners do page 23.

Check your progress

Working individually, learners do the three parts of the test.

Answers

General knowledge quiz

1 Huge wooden horse (Trojan horse); so the Trojans would think it was a gift and bring it inside their city
2 Rothschild Fabergé Egg
3 France and the USA
4 A broken chain
5 100th anniversary, a period of 100 years
6 White
7 AFRICA, EUROPE, ASIA
8 DNA
9 Canada
10 Land bridge

Vocabulary

1 how are things?
good afternoon
good morning
how are you?
nice to meet you
see you later

2 a nod
b bow
c shake
d put

3 a only
b nephew
c great-grandparents
d relatives
e ancestors

Use of English

1 1 saw
2 had
3 were
4 took
5 was
6 did you have
7 didn't see

2 a friend's
b headteacher's
c teachers'
d parents'

3 a The story is about a king who gave a lot of money to the poor.
b I've got a gold watch which/that belonged to my great grandmother.
c In my class there's an Australian girl whose sister is a famous tennis player.
d This is a very interesting book which/that tells you how to trace your family history.

Summary checklist

- Learners read through the checklist and tick the things they can do. Encourage them to reflect on how well they can do these things.
- Invite them to think of ways they can improve their performance, for example what strategies they would need to use more or learn to use.
- You may invite them to keep a diary where they can record their ideas and reflections.

Original material © Cambridge University Press 2021. This material is not final and is subject to further changes prior to publication.
ISBN_9781108921671.

SAMPLE